

MORRIS VILLAGE
1800 Colonial Dr., P.O. Box 119
Columbia, S. C. 29202

GRADES 6-12 High School

ENROLLMENT 12 Students

PRINCIPAL Patricia W. Brown 803-898-2185

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

N/A

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

N/A

N/A

N/A

N/A

N/A

IMPROVEMENT RATING:

N/A

ADEQUATE YEARLY PROGRESS:

NO

This school met 0 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	No
2004	N/A	N/A	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	20.0	N/A	N/A	N/A	N/A	N/A
Passed 1 subtest	60.0	N/A	N/A	N/A	N/A	N/A
Passed no subtests	20.0	N/A	N/A	N/A	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	N/A	N/A
Seniors who met the SAT/ACT requirement	N/A	N/A
Seniors who met the grade point average	N/A	N/A

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	1	N/A
Number of Diplomas	0	N/A
Rate	I/S	N/A

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	1	I/S	I/S
Gender							
Male	0	N/A	N/A	N/A	0	N/A	N/A
Female	0	N/A	N/A	N/A	1	I/S	N/A
Racial/Ethnic Group							
White	0	N/A	N/A	N/A	1	I/S	N/A
African-American	0	N/A	N/A	N/A	0	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A
Hispanic	0	N/A	N/A	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	0	N/A	N/A	N/A	1	I/S	N/A
Disabilities other than speech	0	N/A	N/A	N/A	0	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	0	N/A	N/A
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	0	N/A	N/A
Non-Limited English Proficient	N/A	N/A	N/A	N/A	1	I/S	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	0	N/A	N/A
Full-pay meals	N/A	N/A	N/A	N/A	1	I/S	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	7	71.4	N/A	100.0	N/A	N/A	N/A	NO	NO
Gender									
Male	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Socio-Economic Status									
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	7	71.4	100.0	N/A	N/A	N/A	N/A	NO	NO
Gender									
Male	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Socio-Economic Status									
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 12)				
Retention rate	25.0%	Up from 8.0%	24.0%	9.1%
Attendance rate	99.5%	Down from 100.0%	97.5%	96.0%
Eligible for gifted and talented	0.0%	No change	0.0%	5.8%
With disabilities other than speech	8.3%	Down from 16.0%	14.0%	12.7%
Older than usual for grade	50.0%	Down from 57.1%	45.5%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	1.6%
Enrolled in AP/IB programs	0.0%	No change	0.0%	10.2%
Successful on AP/IB exams	N/AV		N/A	53.8%
Annual dropout rate	0.0%	No change	0.0%	2.7%
Career/technology students in co-curricular organizations	N/A	N/A	15.8%	3.6%
Enrollment in career/technology center courses	N/A	N/A	182	466
Students participating in worked-based experiences	N/A	N/A	18.7%	25.7%
Career/technology students mastering core competencies	N/A	N/A	60.9%	77.7%
Career/technology completers placed	N/A	N/A	97.2%	99.3%
Teachers (n= 2)				
Teachers with advanced degrees	100.0%	Up from 50.0%	46.5%	52.0%
Continuing contract teachers	100.0%	Up from 50.0%	77.8%	82.1%
Highly qualified teachers**	0.0%	N/A	84.6%	89.5%
Teachers with emergency or provisional certificates	0.0%		4.8%	8.6%
Teachers returning from previous year	N/A	N/A	83.3%	86.2%
Teacher attendance rate	97.9%	Up from 92.1%	96.2%	95.3%
Average teacher salary	I/S	I/S	\$41,490	\$41,060
Prof. development days/teacher	5.0 days	No change	8.2 days	10.6 days
School				
Principal's years at school	3.0	Up from 2.0	2.5	3.0
Student-teacher ratio in core subjects	8.5 to 1	Up from 6.0 to 1	8.1 to 1	26.4 to 1
Prime instructional time	97.3%	Up from 92.4%	88.2%	90.0%
Dollars spent per pupil*	\$10,808	Down 11.3%	\$12,068	\$6,310
Percent of expenditures for teacher salaries*	74.1%	Down from 78.8%	61.0%	57.9%
Opportunities in the arts	Poor	No change	Fair	Excellent
Parents attending conferences	21.3%	Up from 20.8%	80.5%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	91.3%		92.0%	
Highly qualified teachers in high poverty schools**	90.3%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		No	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Morris Village School (Adolescent Recovery Program) serves residential students who are receiving in-patient treatment for substance abuse. Using the core curriculum, students are instructed using the state standards for all content areas. The staff works closely with the residential unit staff to help students attain academic and therapeutic goals and objectives. All students are offered self-paced instruction and tutoring to help them overcome educational deficits that they may have been experiencing in their former educational placements. A few of our students, because of being much older than their grade-level peers have opted to become involved in GED (General Educational Development) preparation. During the 2003-2004 school year, three students who choose not to continue their high school education obtained a GED.

The teaching staff at Morris Village maintains high expectations for the students and consistently emphasizes the importance of their participation in the school curriculum. Students are encouraged to return to their home schools, after treatment, and successfully complete all requirements necessary for a state high school diploma.

Our staff development focus for the 2004-2005 school year is on training our teachers to effectively use principles of learning that will help us actively engage our students in academic pursuits and encourage them to become lifelong learners.

Patricia W. Brown, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	1	0	0
Percent satisfied with learning environment	I/S	N/R	N/R
Percent satisfied with social and physical environment	I/S	N/R	N/R
Percent satisfied with home-school relations	I/S	N/R	N/R

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.